

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **9548** School Name: **WHITTIER K-8 SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Achievement

This year we will work to improve status level of grades 4-5 literacy to 33% and math to 20% as based on Common Core PARCC equivalency.

Growth

This year we will work to improve the growth level to 55 for 4th and 5th grade students in math and literacy. For at least the past three years there has been a significant decline in the same cohort of students from grades 3 to 4 and a slight gain from grades 4 to 5.

Growth Gaps

This year we will target critical Common Core Standards and differentiate accordingly for special education students. We will work to improve the status of special education by 5%. Our achievement for special education students has been intermittent and we will work to provide aligned assessments and evaluate data to meet the needs of this population.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

1. Not enough reliable and valid aligned assessment for grades 3-8 to provide an expedited and appropriate response to student need in literacy and math.
2. Not enough timely assessment to identify or modify teacher instruction when deficiencies arise in literacy and math.
3. Not enough Common Core aligned supplements to reteach or to target particular standards for literacy and math.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1. Implement the A-Net computer based assessment program to correlate assessment with best instructional practices in literacy and math for the purpose of improving time and efficiency.
2. Differentiate instruction in literacy and math to individualize instruction which will accelerate student growth throughout the entire school year.
3. Modify instruction and provide Common Core aligned supplements as based on ongoing assessments that have a correlational relationship to the Common Core and PARCC.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

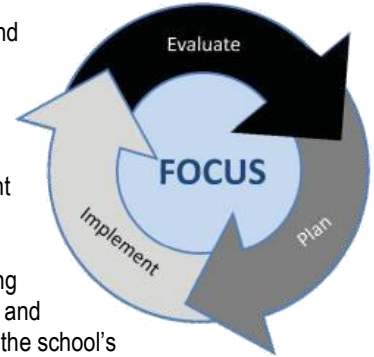
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Whittier was awarded a grant via Great Schools for academic achievement in 2015. The funding was used to purchase technology for grades 3 – 8 for the purpose of providing students one to one access to computer technology and differentiation based on A-Net, STAR and other assessments which align with Common Core. This process has been completed.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jai Palmer, Principal
	Email	Jai_Palmer@dpsk12.org
	Phone	720-424-3040
	Mailing Address	2480 Downing Denver, Colorado 80205
2	Name and Title	Lynette Hall-Jones
	Email	Lynette_Hall-Jones@dpsk12.org
	Phone	720-424-3040
	Mailing Address	2480 Downing Denver Colorado 80205

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p>Narrative:</p>				

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Whittier School Demographics:

Black 42%

Hispanic 39%

White 10%

Two or more races 7%

American Indian/Alaska Native 1%

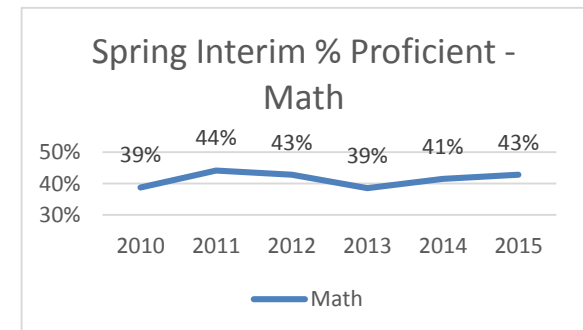
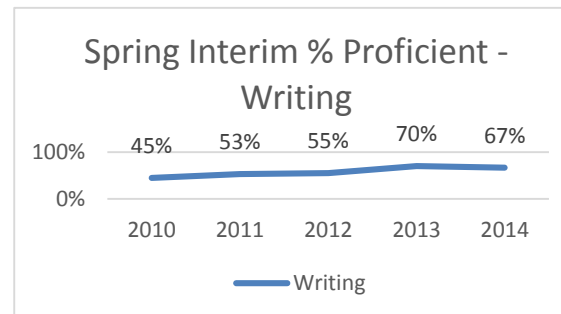
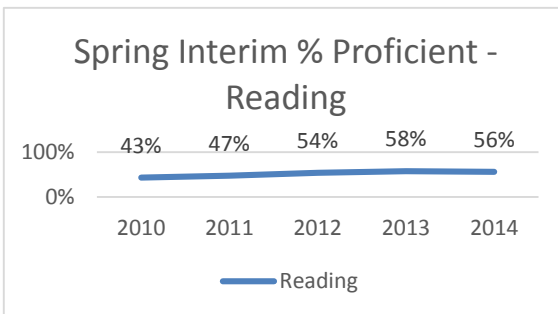
Asian or Asian/Pacific Islander 1%

Students by group:

Female 48%

Male 52%

Students participating in a free or reduced-price lunch program 92%



% Proficient in Spring Interim Assessment					
10	11	12	13	14	15
43%	47%	54%	58%	56%	56%

Our overall reading proficiency for students declined by 2% but has remained consistent over a three year period. Therefore after four years of data from 2012 and 2015 we can conclude that our strategies implemented in 2011 have been effective. This year is the second highest level of reading proficiency over the past 5 years.

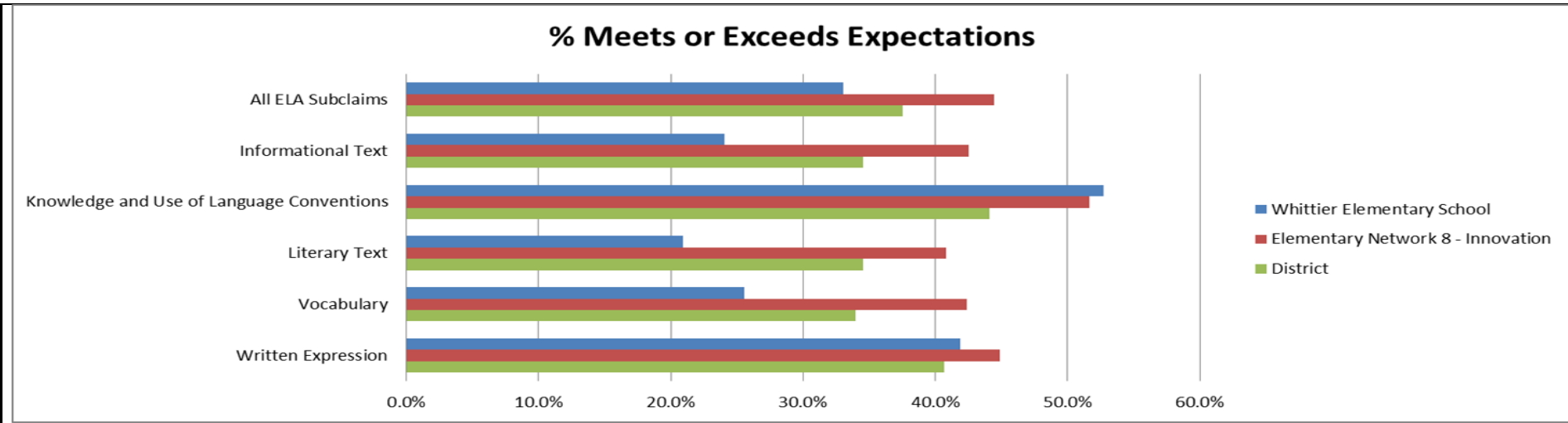
% Proficient in Spring Interim Assessment					
10	11	12	13	14	15
45%	53%	55%	70%	67%	

Our students decreased in writing by 3% last year, but proficiency has remained consistent over a two year period. Therefore after two years of data from 2012 and 2014 we can conclude that our strategies implemented in 2011 have been effective. We will continue to monitor and modify our curriculum instructional strategies as we transition to the Common Core and PARCC assessments.

% Proficient in Spring Interim Assessment					
10	11	12	13	14	15
39%	44%	43%	39%	41%	43%

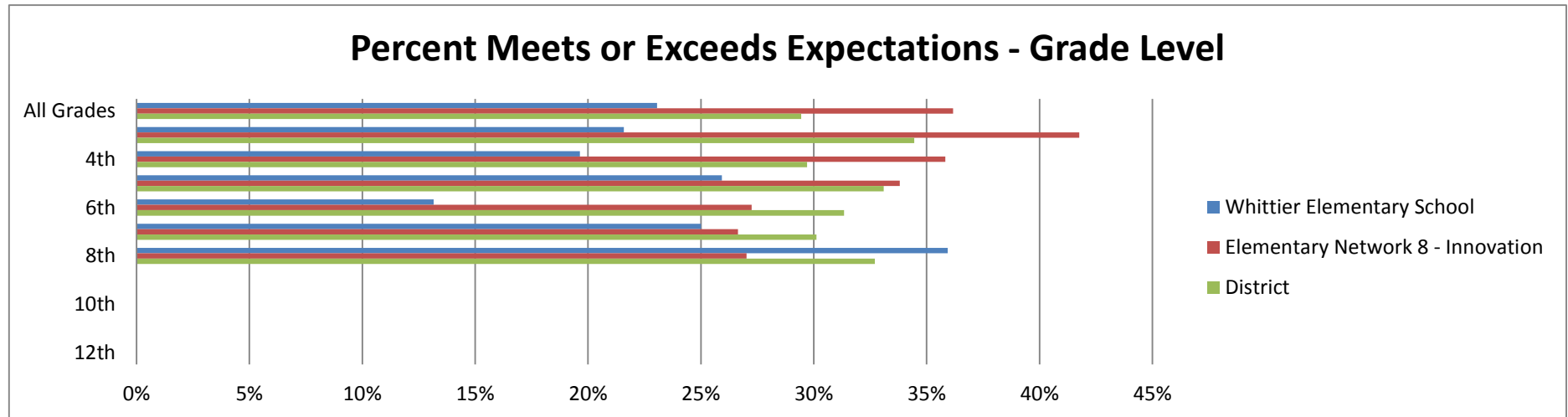
Overall our students have remained stagnant in math proficiency. In 2013 Third grade proficiency was at 39%. In 2014 proficiency increased 2% from 39% to 41% and in 2015 proficiency increased by 2% from 41% to 43%. . Elementary math will continue to be a focus this year because of the substantial impact on growth and proficiency.

Update Based on PARCC Data



Overall our writing meets or exceeds expectations comparatively to the district. In the subtopic of Written Conventions was above the district average by 1.2% with Whittier scoring at 41.9% and the district at 40.7%. Our overall Knowledge and Use of Language Conventions was above the district average by 8.6% with Whittier scoring at 52.7% and the district scoring at 44.1%. Therefore after one year of data from 2014 and 2015 we can tentatively conclude that our strategies implemented in 2014 have been effective. Our overall reading proficiency for students was below the district average by 4.6% with Whittier scoring at 33.0% and the district at 37.6%. Our areas where a significant discrepancy exist in reading was in Vocabulary where Whittier scored below the district average by 8.3% with Whittier scoring at 25.65% meets expectations and the district scoring at 33.9%. Another area where a significant discrepancy exist is Literacy Text where Whittier scored below the district average by 13.6% where Whittier scored 20.9% meets expectations and the district scored 34.5%. Similar results have been concluded based A-net administration. Therefore after one year of data from 2014 and 2015 we can tentatively conclude that growth is needed in this area. A further detailed breakdown by standard is included in the Elementary and Middle School Data analysis section.

Update Based on PARCC Data

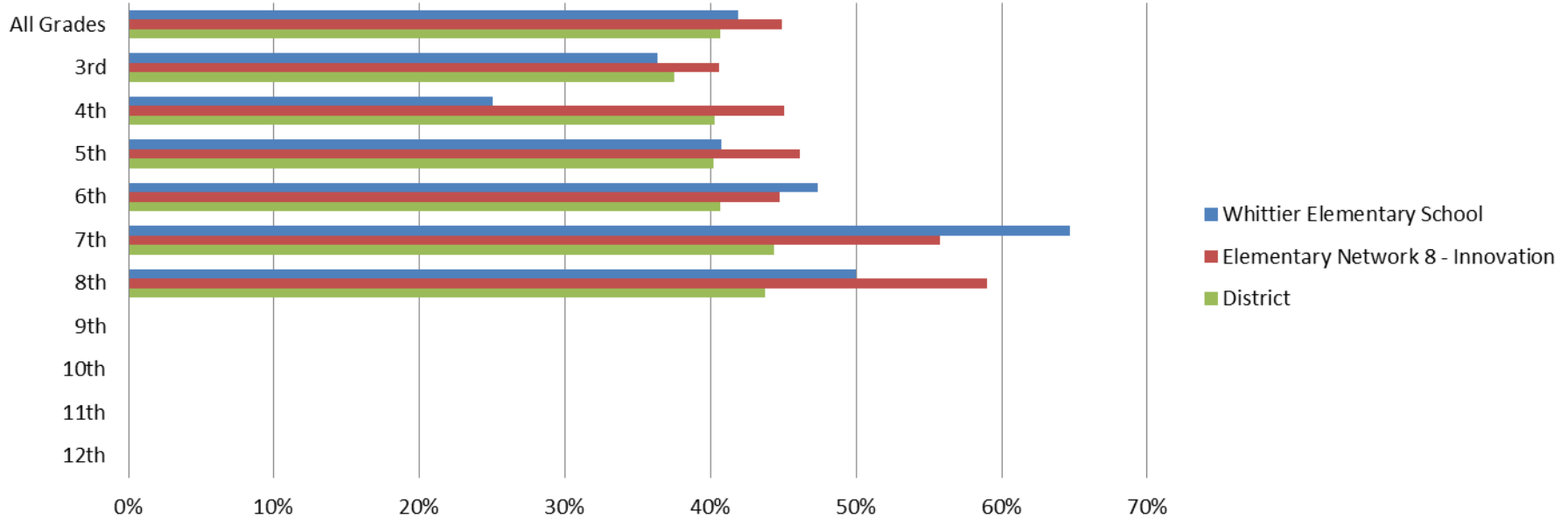


Overall our math was below meets or exceeds expectations comparatively to the district. Whittier scored 6.3% below the district. The district's average was 29.4% meets or exceeds expectations and Whittier scored at 23.1%. Whittier Elementary math was below the district by 9.8% with Whittier scoring 21.4 and the district scoring 31.4. Our area where significant a discrepancy exist is the sub-content topic of modeling. The district out performed Whittier by 12.2%. Whittier Elementary scored 17.3 % and the district scored 29.5%. Overall at the middle school level Whittier was outperformed by the district by 6.6% where Whittier scored 24.7% and the district scored 31.3%. The area where a significant discrepancy exist is the sub-content topic of modeling. Whittier scored 7.3% below the district. The district's average was 29.1% meets or exceeds expectations and Whittier scored at 21.8%. According to the PARCC data the sub-content area of modeling and application will be an area of focus for the remainder of the 2015-2016 school year.

Elementary Writing

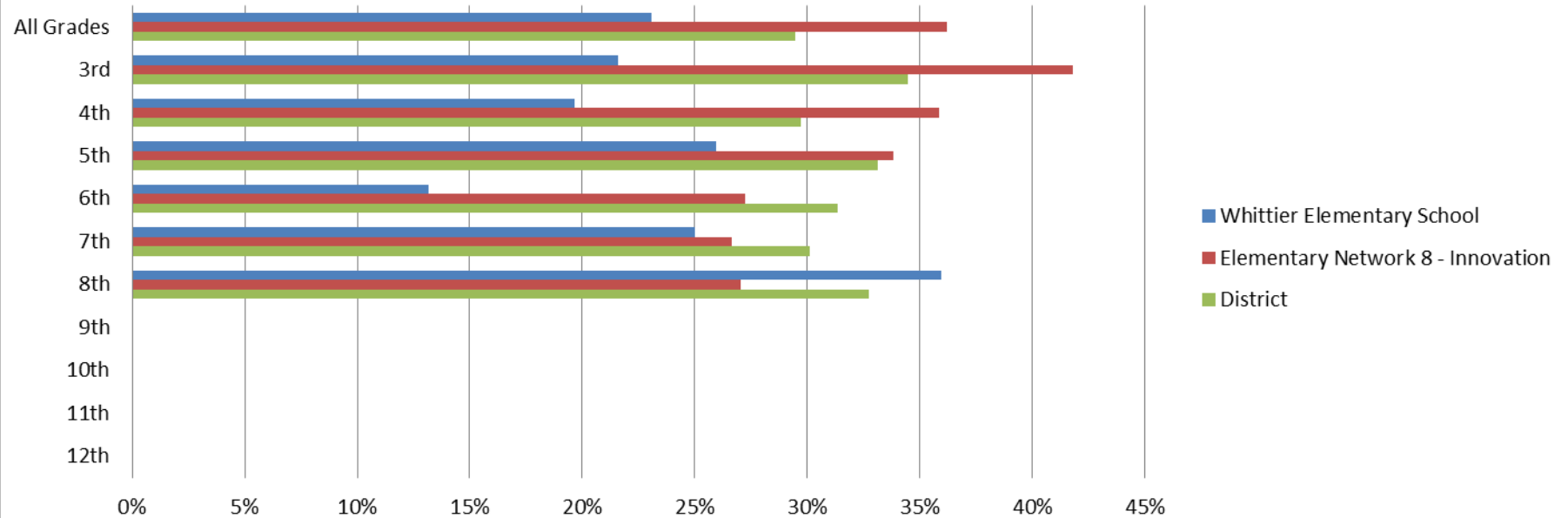
Status-Proficiency

Percent Meets or Exceeds Expectations - Grade Level



We considered CMAS Written Expression data 2015 and related to academic performance trends. Trends in proficiency in grade 3 were above the district average by 1% with the district at 41% and Whittier at 42%. 4th grade was below the district average by 1% with the district average at 37% and Whittier at 36%. 5th grade was below the district average by 15% with the district average at 49% and Whittier at 25%. 6th grade was above the district average at 7% with the district at 41% and Whittier at 48%. 7th grade was above the district average at 22% with the district at 43% and Whittier at 65%. 8th grade was above the district average by 8% with Whittier at 50% and the district at 42%. We will continue to integrate essential best practice writing standards into the Common Core instructional standards as based on PARCC results. Next year we will measure data based cohort since a second year of data will allow for such analysis

Percent Meets or Exceeds Expectations - Grade Level



We considered 2015 CMAS math data and related our performance to the district. 3rd grade was below the district average by 12% with the district at 34% and Whittier at 22%. 4th was below the district average at 10% with the district at 29% and Whittier at 19%. 5th was below the district average at 8% with the district at 34% and Whittier at 26%. 6th was below the district average by 17% with the district at 31% and Whittier at 14%. 7th was below the district average by 5% with the district at 30% and Whittier at 25%. 8th was above the district average at 3% with the district at 33% and Whittier at 36%. Next year we will measure data based cohort since a second year of data will allow for such analysis.

Elementary Literacy Data Analysis

Based on a review of the reading and writing Assessments from 2010, 2011, 2012, 2013, 2014 and new Common Core Assessment A-Net the following will be targeted in according to rank with greatest need first grade 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2), describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8), determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4). Grade 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1), describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS: RL.4.4), compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6). Grade 5: Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6), explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8), quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1), compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3).

*New Data as Based on 2014-2015 PARCC Whittier will prioritize the following standards in all elementary grade levels: RL 1: Textual evidence, RL 2 Theme and central idea RL3 Plot, character and events. These priority standards will be imbedded in the reteach of the remaining standards within the priority standards.

Elementary Math Data Analysis

Based on a review of the reading and writing Assessments from 2010, 2011, 2012, 2013, 2014 and new Common Core Assessment A-Net the following will be targeted according to rank with greatest need first in grade 3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.(CCSS: 3.OA.3), interpret division as an unknown-factor problem.(CCSS: 3.OA.6), use place value to round whole numbers to the nearest 10 or 100. (CCSS: 3.NBT.1). Grade 4: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. (CCSS: 4.MD.1), use place value understanding to round multi-digit whole numbers to any place. (CCSS: 4.NBT.3), multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. (CCSS: 4.NBT.5), Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. (CCSS: 4.NBT.2), Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.(CCSS: 5.NF.3), solve real world problems involving multiplication of fractions and mixed numbers.(CCSS: 5.NF.6), interpret division of a unit fraction by a non-zero whole number, and compute such quotients.(CCSS: 5.NF.7a), solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.(CCSS: 5.NF.7c).

*New Data as Based on 2014-2015 PARCC Whittier will prioritize the following standards above and prioritize instruction on the application and modeling of Common Core standards identified. .

Middle School Literacy Data Analysis

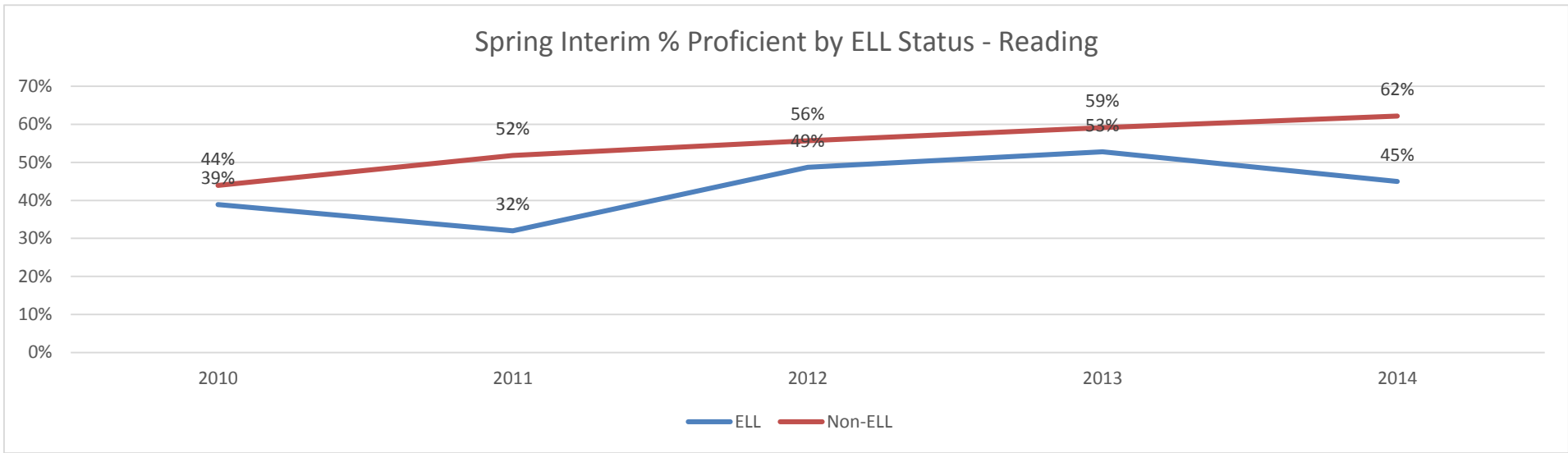
Based on a review of the reading and writing Assessments from 2010, 2011, 2012, 2013, 2014 and new Common Core Assessment A-Net the following will be targeted according to rank with greatest need first in grade 6: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2), cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1), determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4), describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3). Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1), determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4), analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6) Grade 8: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2), determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4), compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5).

*New Data as Based on 2014-2015 PARCC Whittier will prioritize the following standards in all elementary grade levels: RL 1: Textual evidence, RL 2 Theme and central idea RL3 Plot, character and events. These priority standards will be imbedded in the reteach of the remaining standards within the priority standards.

Middle School Math Data Analysis

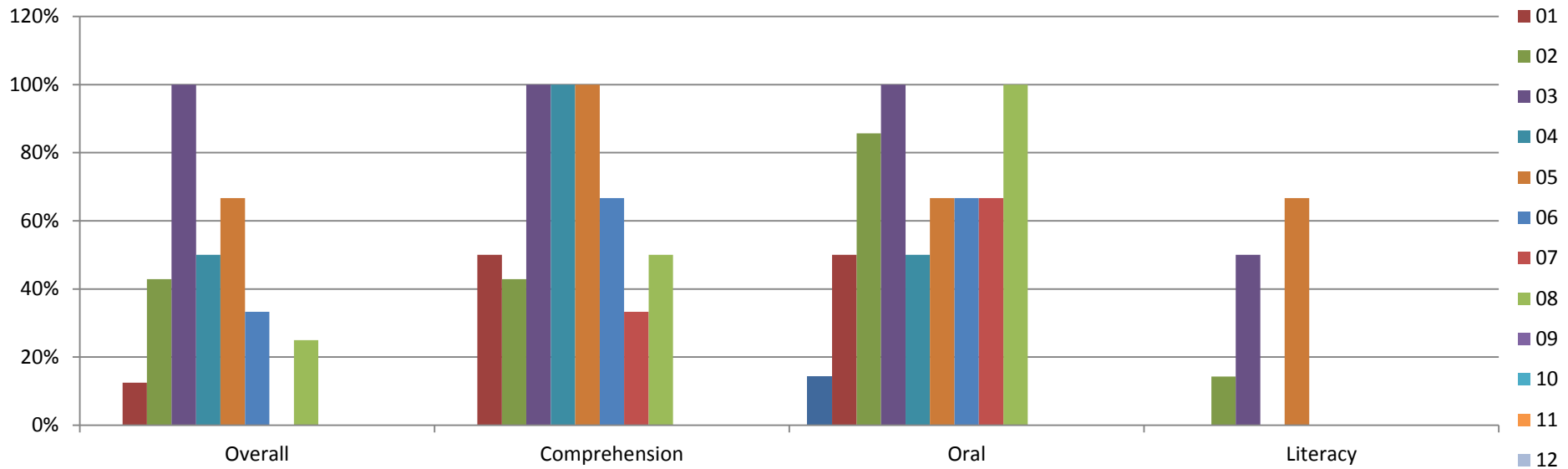
Based on a review of the reading and writing Assessments from 2010, 2011, 2012, 2013, 2014 and new Common Core Assessment A-Net the following will be targeted according to rank with greatest need first in grade 6: Use ratio and rate reasoning to solve real-world and mathematical problems. (CCSS: 6.RP.3), apply the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (CCSS: 6.RP.1), interpret and model quotients of fractions through the creation of story contexts. (CCSS: 6.NS.1), Find a percent of a quantity as a rate per 100. (CCSS: 6.RP.3c). Grade 7: Represent addition and subtraction on a horizontal or vertical number line diagram. (CCSS: 7.NS.1), determine whether two quantities are in a proportional relationship. (CCSS: 7.RP.2a), identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (CCSS: 7.RP.2b), Represent proportional relationships by equations. (CCSS: 7.RP.2c). Grade 8: Apply the properties of integer exponents to generate equivalent numerical expressions. (CCSS: 8.EE.1), Demonstrate that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. (CCSS: 8.G.2), verify experimentally the properties of rotations, reflections, and translations. (CCSS: 8.G.1)

*New Data as Based on 2014-2015 PARCC Whittier will prioritize the following standards above and prioritize instruction on the application and modeling of Common Core standards identified.



We considered five years of data 2010, 2011, 2012, 2013, 2014, and 2015 and related to academic performance trends. The data included Interim assessments and school developed assessments. We then compared the gaps between ELL and Non ELL students. Gaps between ELL and Non ELL students increased 20% from 2010 to 2011 and decreased by 12% from 2011 to 2012. Scores decreased 5% from 2012-2013 and increased by 12% from 2013-2014. Last year was the largest gap increase since 2011. For Whittier ELL's last year was the third highest level of achievement over the past five years. Since PARCC data is unavailable at this time our general goals is to improve ELL reading status achievement by 5% for 2015-2016,

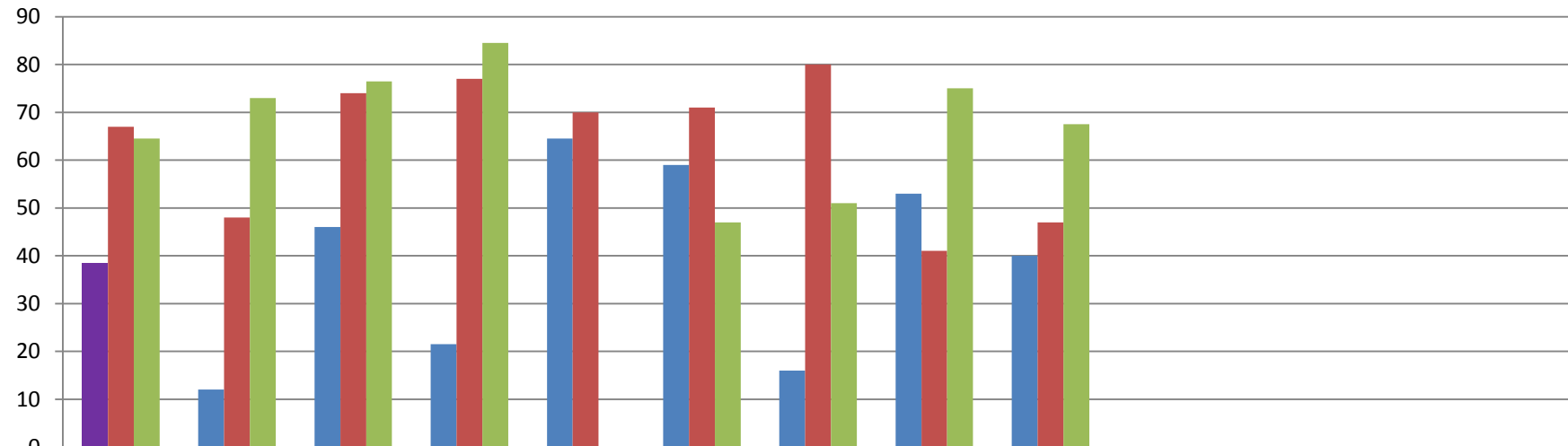
2015 ACCESS Composite 5+ by Grade Level



The following is based on 2015 Access Composite data. Overall the 3rd grade had the highest achievement with 100% in comprehension, 100% oral, 50% literacy and 100% overall. Grade 5 had the second highest Composite Access category level of achievement with 100% comprehension, 67% oral, 67% literacy and 67% overall.. KDG had the lowest level Composite Access achievement with 0% comprehension, 0% literacy, and 14% oral and 0% overall. The KDG trend is expected as students are at the initial stage of learning language. Literacy was the overall lowest Access Composite category across all grade levels and Oral was the highest level of achievement across all grade levels.

2013-2015 ACCESS MGP - All Grades and By Grade

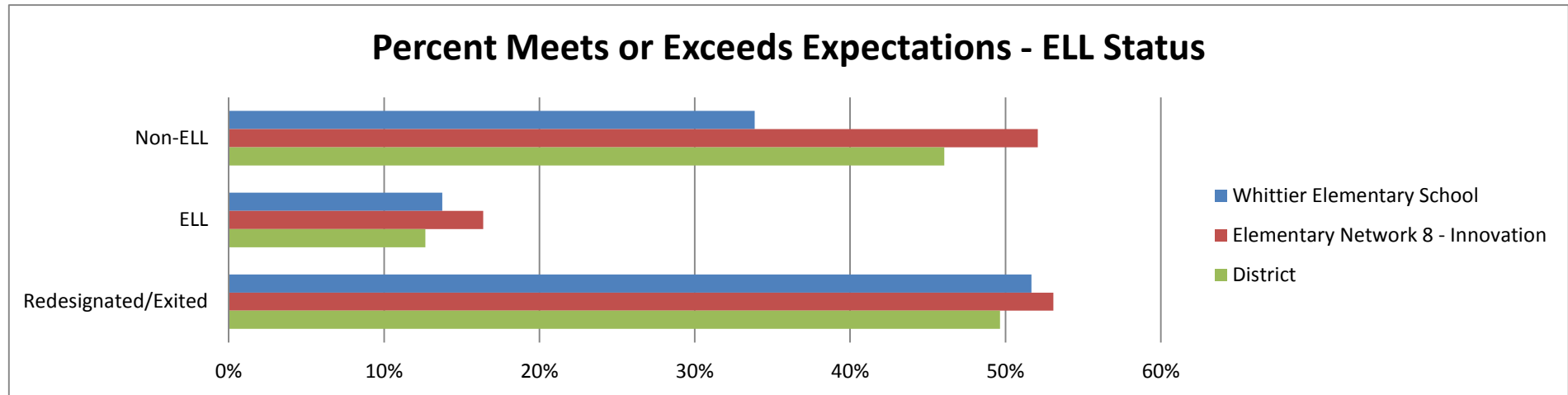
■ 2013 ■ 2014 ■ 2015



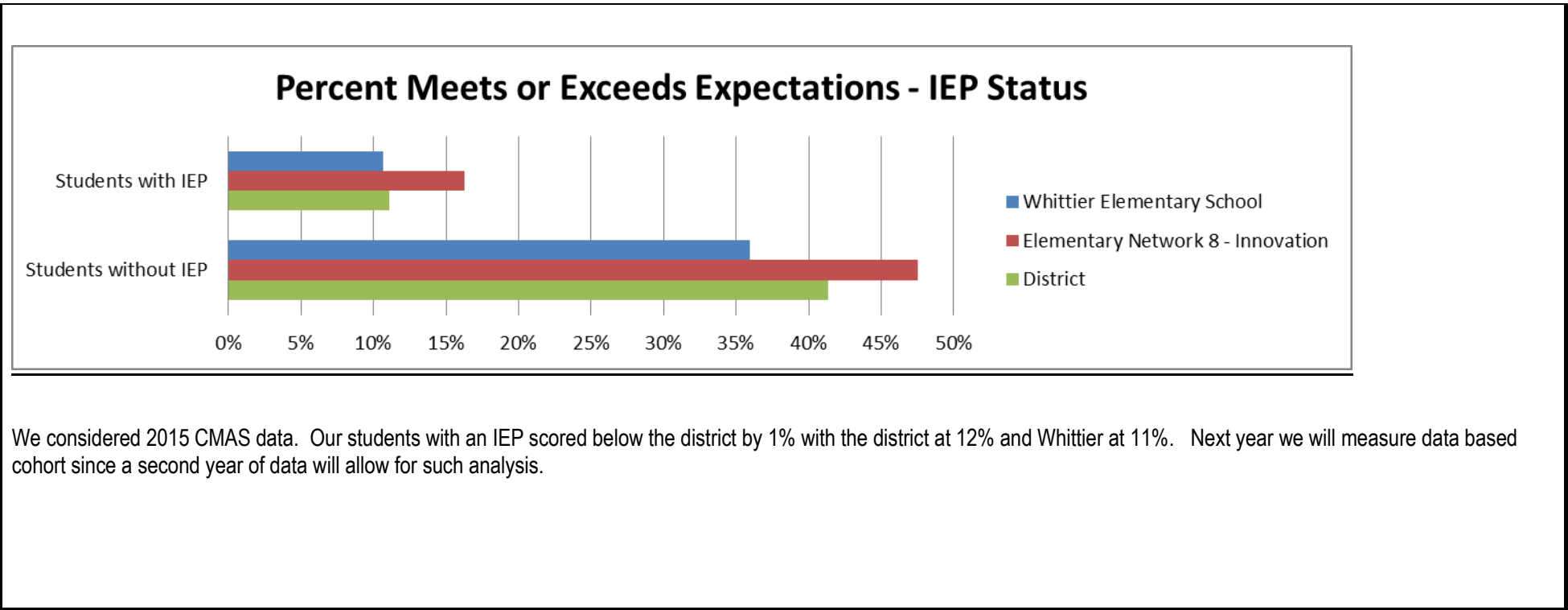
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	38.5	12	46	21.5	64.5	59	16	53	40	0	0	0	0
2014	67	48	74	77	70	71	80	41	47	0	0	0	0
2015	64.5	73	76.5	84.5	0	47	51	75	67.5	0	0	0	0

The following is based on the 2013-2015 MGP ACCESS data. Overall the MGP performance of ELL students has improved over two years. Grades 2 at 76.5 and Grade 3 at 84.5 had the highest level of MGP performance in 2015. In 2014 grade 6 at 80 and grade 3 at 77 had the highest MGP overall. In 2013 grade 4 at 64 and grade 5 at 59 had the highest MGP. The lowest MGP in 2015 was grade 4 at 0. In 2014 the lowest MGP was grade 7 at 41 had low to moderate grow. In 2013 grades 1 at 12 and grade 6 at 16 had lowest growth. The highest MGP gain over the two year period was 2013-2014 with a gain of 28.5. MGP growth had slight decline in 2015 of 2.5, although the overall growth was high. The average MGP over the two year period and ranked from highest to lowest is grades 1 and 4 at 44, grade 6 at 49, grade 8 at 51.5, grade 7 at 56.3, grade 5 at 59, grade 3 at 60 and grade 2 at 65.

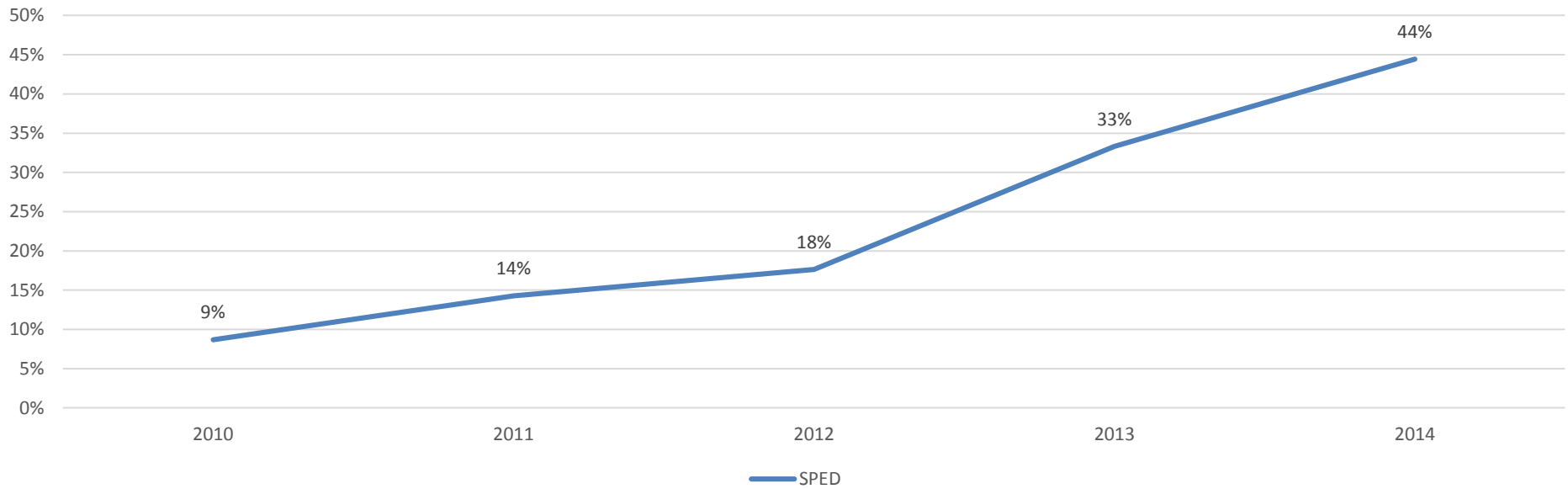
ELL Update Based on PARCC Data



Our ELL population outperformed the district by 1.1% with Whittier at 13.8% and the district at 12.7% which is consistent with previous data. Our exited ELL students outperformed the district by 2% with Whittier at 51.7% and the district at 49.7%. Our ELL population will be a continued area of focus particularly in Common Core Standards that align to reading literature.

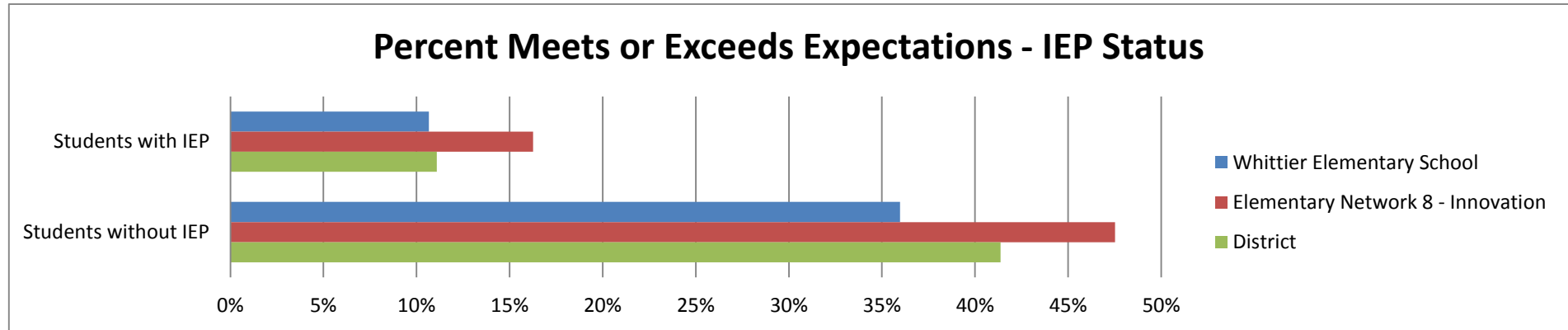


Spring Interim % Proficient for SPED Students - Writing



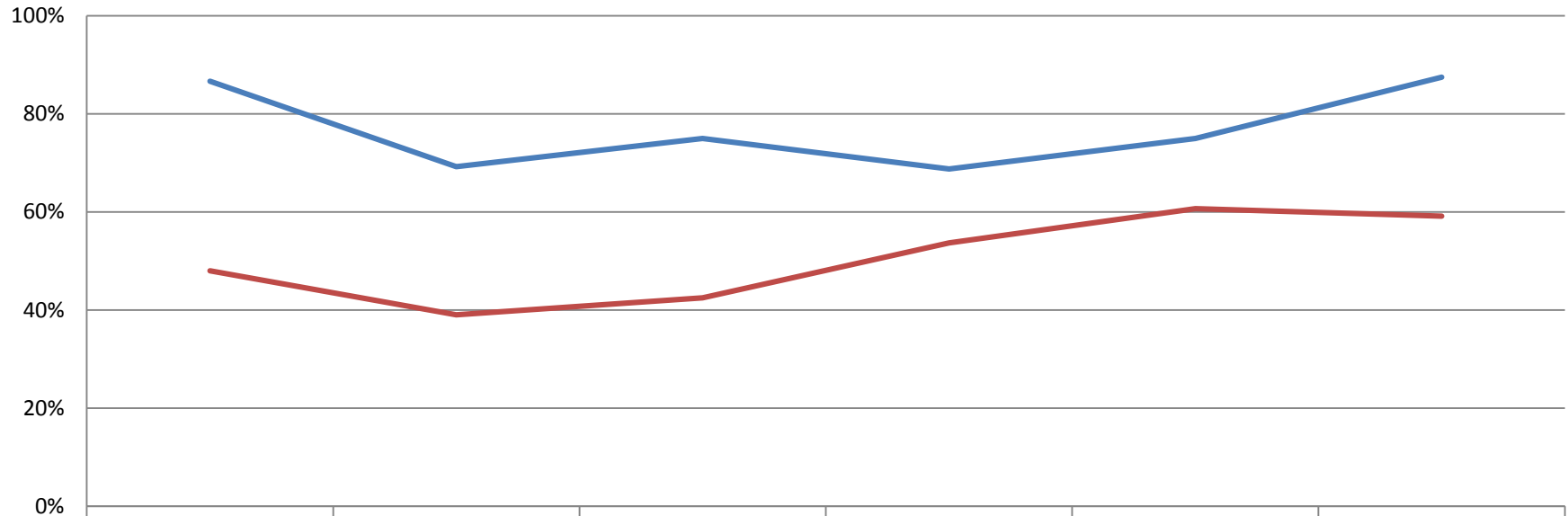
We considered five years of data 2010, 2011, 2012, 2013, 2014, 2015 and related academic performance trends. The data included Interim assessments and school developed assessments. Trends in proficiency increased 5% from 2010 to 2011. Proficiency increased from 14% to 18% by 4% from 2011 to 2012. Proficiency increased by 15% from 2012-2013 and increased by 10% in 2013-2014 from 33% to 44%. Last year was the highest level of proficiency for special education students at 44%. Overall performance has increased 35% over the past five years.

Special Education Update Based on PARCC Data



Our IEP population was outperformed by the district by .4% with Whittier at 10.7% and 11.1% which is consistent with previous data. However this preliminary data suggest that Whittier has begun to close this achievement gap as based on one year of PARCC data.

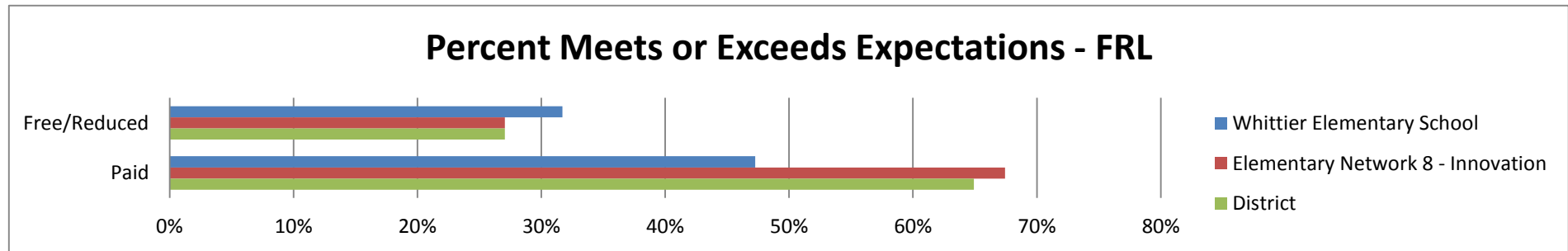
READ Act - Percent At or Above Grade Level by FRL Subgroup



	2010	2011	2012	2013	2014	2015
— FRL	48%	39%	43%	54%	61%	59%
— Non-FRL	87%	69%	75%	69%	75%	88%

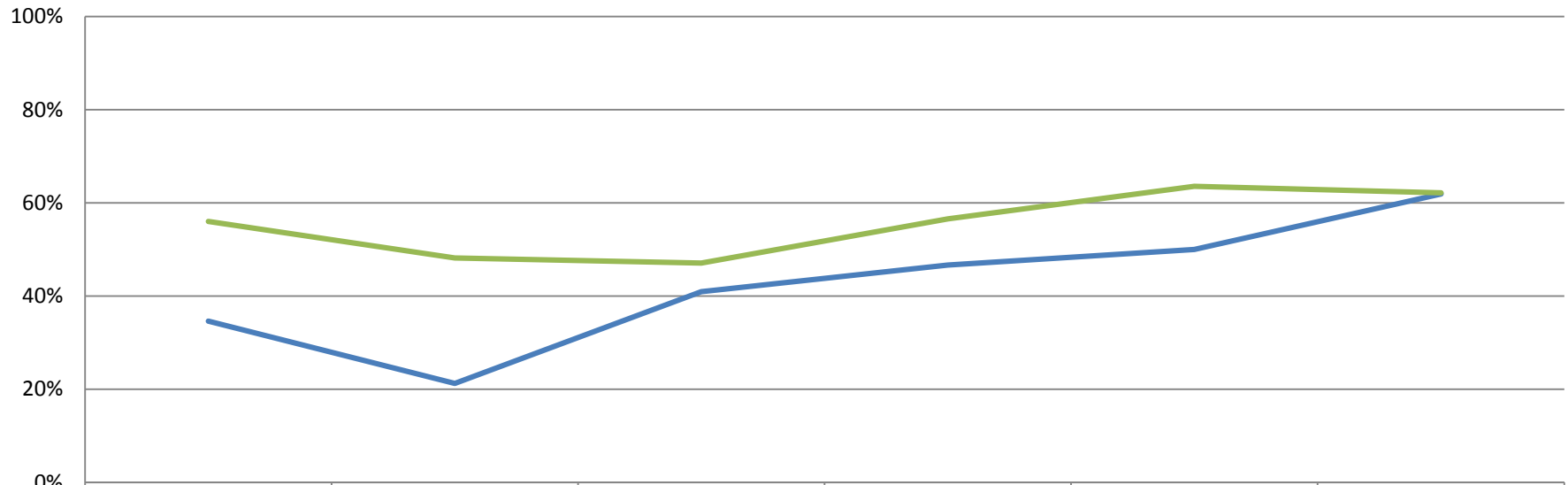
We considered five years of data 2010, 2011, 2012, 2013, 2014, 2015 for academic performance gaps in reading between FRL students and Non-FRL students from Read Act data. Gaps in in proficiency decreased 9% from 39% to 30% from 2010 to 2011 and decreased by 1% from 39% to 38% from 2011 to 2012. Gaps decreased by 24% from 38% to 14% from 2013-2014 and increased by 15% from 14% to 29% from 2014-2015.

Free Lunch Update Based on PARCC Data



Our Free Lunch population outperformed by the district by 4.4% with Whittier at 31.7% meets expectation and the district at 27.1% which is consistent with previous data. Since Whittier has a population of 89% free lunch in elementary and 98% at the middle school level, Free Lunch students will be an area of ongoing focus.

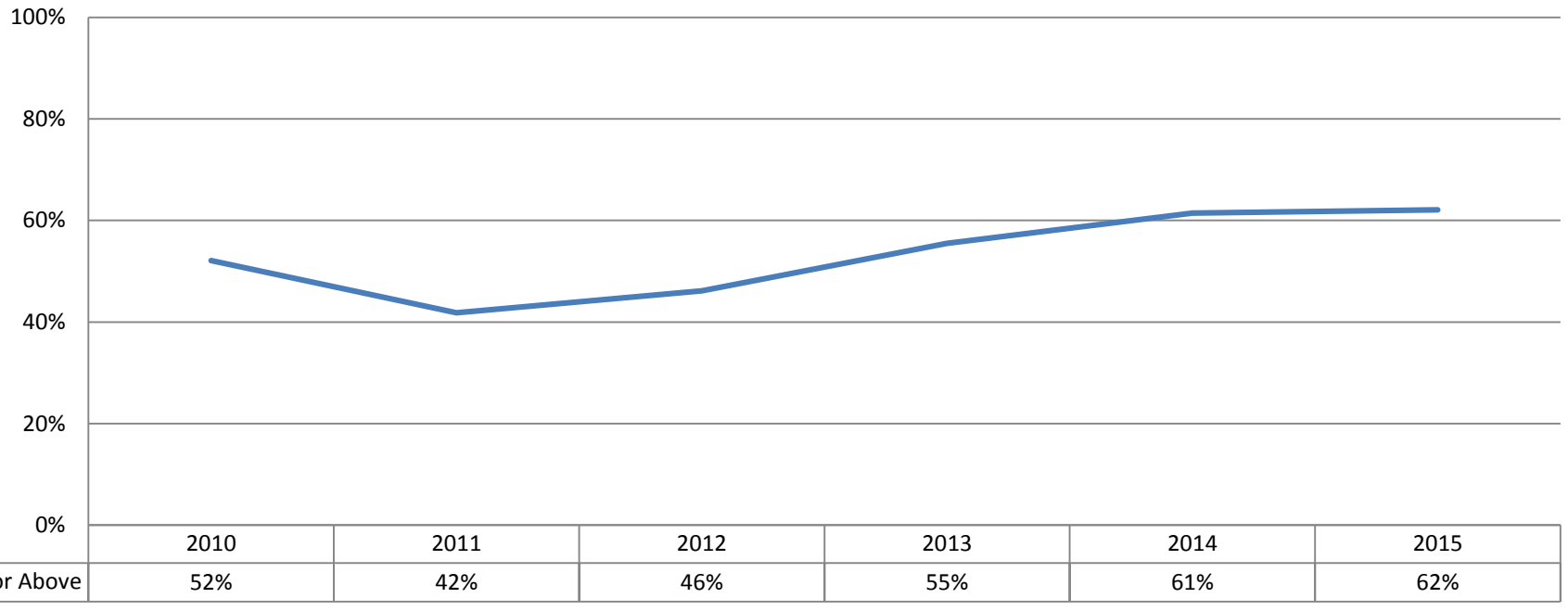
READ Act - Percent At or Above Grade Level by ELL Subgroup



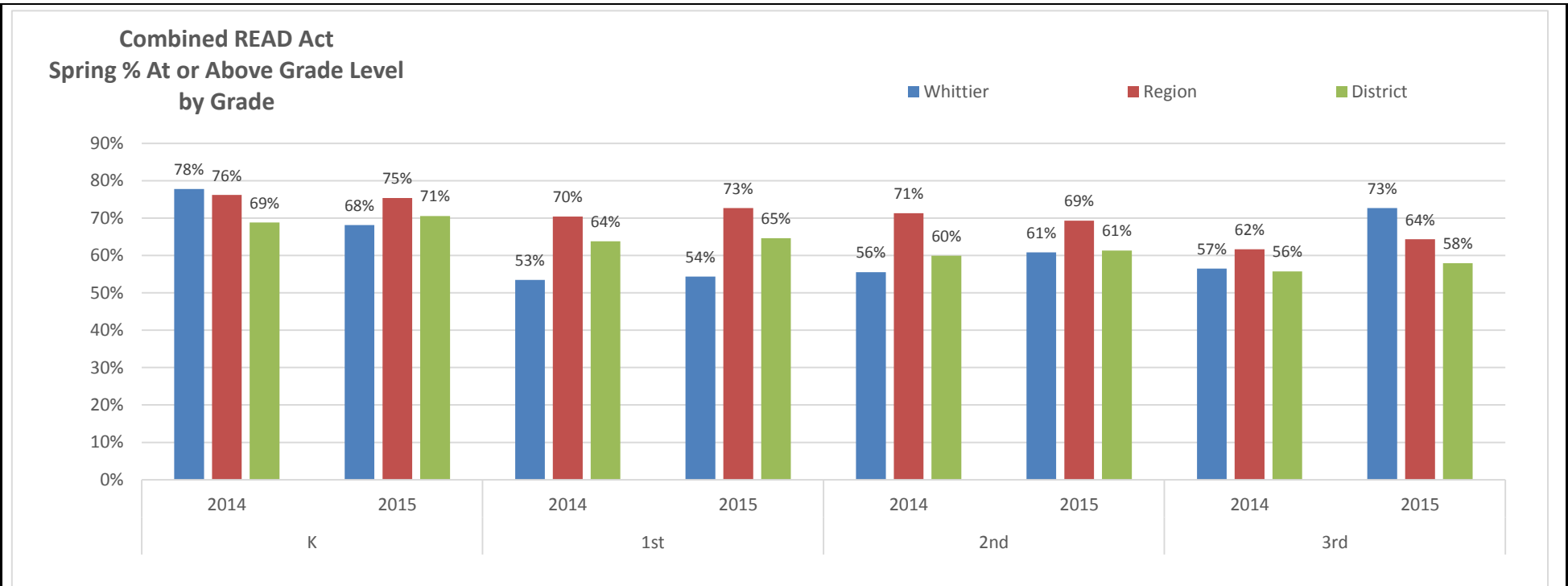
	2010	2011	2012	2013	2014	2015
ELL	35%	21%	41%	47%	50%	62%
Non-ELL	56%	48%	47%	57%	64%	62%

We considered five years of data 2010, 2011, 2012, 2013, 2014, 2015 and related results to academic performance trends of reading. The data included Read Act assessments. Trends in proficiency increased 5% from 2010 to 2011 and increased by 4% from 2011 to 2012. Scores increased 15% from 2012-2013 and increased by 10% from 2013-2014. Since at this time PARCC scores are not available and the new Common Core standards integrate reading and writing our general goal is increase proficiency by 5-8% for grades 3-8 for 2015-2016 school year and another 5-8% the following year.

READ Act Overall - Percent at or Above Grade Level



We considered five years of data 2010, 2011, 2012, 2013, 2014, 2015 and related academic performance trends. The data included Read Act assessments. Trends in proficiency decreased 10% from 2010 to 2011. Proficiency increased from 42% to 46% by 4% from 2011 to 2012. Proficiency increased by 6% from 2012-2013 and increased by 1% in 2013-2014 from 61% to 44%. Last year was the highest level of proficiency for students at 62%. Overall performance has increased 10% over the past five years.



Read Act data from 2014 -2015 was considered in this report. Trends in proficiency for KDG were above the district average by 8% and region by 2% in 2014 and below the district average by 3% and region by 13% at 68% in 2015. Grade 1 was below the district average by 11% and the region by 17%. In 2014 and below the district in 2015 by 11% and below the region average by 19% at 54%. Grade 2 was below the district average by 4% and the region by 15%. In 2014 and at the district average in 2015 at 61%.and below the region average by 8%. Grade 3 was above the district average by 1% and below the region average at 57% and above the district average by 25% and the region by 11% at 73% in 2015.

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>The following three paragraphs illustrate the comprehensive needs which are supported by Title 1 Funding: All needs are supported by the Humanities facilitator, Principal, and Literacy Coordinator: Title 1 funds are used to purchase a Humanities Facilitator who: Analyzes assessment data and plans staff development accordingly, acquires and produces additional curriculum supplements and coordinates the DDI process with teachers. The following is the focus for this year:</p> <p>Common Core Opinion Writing Standards- Require students to: State a clear opinion, use logical structures and group supports, use logical reasoning with supporting details, link transitions, quotes, use phrases and clauses, and write a concluding statement</p> <p>Common Core Informative Writing Standards- Require students to:: State a clear introduction, general observation and focus, logical grouping, illustrations and multimedia aide comprehension, facts and definitions, quotes, linking transitions, compare and contrast, precise language, and logical concluding statements</p> <p>Common Core Narrative Writing Standards- Require student to: Establish a situation, introduce characters, logical sequence, use dialogue description and pacing to develop plot, clauses, and a logical statement.</p>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p>The classroom teachers will implement the response to writing program by introducing the paragraph and essay writing formats and model-transfer to independent process. Strategies will be implemented based on ongoing student work analysis. Analysis will be completed by the Staff Developer, Instructional Coordinator, Humanity Facilitators, classroom teachers, and principal. The following pages as listed are data points that support allocation of Title 1 services for the purpose of improving student achievement: 8, 9 11, ,22 ,23 ,25 ,26.</p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Principal, Humanity facilitator and staff developer will monitor teacher progress by: Classroom observation (based on LEAP criteria), and the principal meeting with literacy teachers individually every two weeks.</p> <p>The principal will request the following during off meeting weeks: Student constructed responses. This work will be analyzed for the purpose of planning future staff development.</p> <p>*In September we added the criteria of median growth percentile (a total of approximately eight students per class) for the purpose of meeting our growth expectations</p>

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<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>For grades 3-8 Whittier requires students to read at home at least 20 minutes a night. The progress is tracked via STAR and Accelerated Reader data. Students and parents who meet their goals are given public awards on Fridays before school or at awards assemblies. Students who do not meet goals may be required to attend afterschool reading which is available every day from 3-4.</p>
Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>The principal, with input from the personnel committee, will select all school staff and faculty as soon as possible after a vacant assignment is determined. All faculty and staff will meet minimum district requirements, unless an exception to this policy is warranted. In cases where a faculty or staff member does not meet district requirements, the employee must complete a plan to become qualified in no more than a year. All new employees, regardless of status in the district will follow the rules and regulations of a probationary status as outlined by the district. The employee's record of performance is critical in determining the decision regarding annual appointment. Decisions regarding returning staff will be made in a timely fashion in order for departing staff to participate in the DPS teacher staffing cycle. Recruitment and selection of new staff will follow established protocol and will take into consideration the needs of our students.</p>
<p>Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>The use of backwards lesson design, in conjunction with data tracking, will ensure that curriculum and instruction are responsive to student needs. This will ensure that each student is on target to obtain grade-level standard expectations in all content areas. Whittier K-8 innovation status will provide teachers the flexibility to craft lessons that will get their students to grade-level and beyond.</p>
<p>Timely Intervention: How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>Pre-assessment of K through 8th grade during the first two weeks will establish fluid grouping. The tools to accomplish this will include DRA2, DIBELS, STAR, and District Benchmarks or standards based Assessments. The results will determine the assessment based groups. Students will receive the support based on their specific level. The assessment team will include an intervention teacher and/or paraprofessional, 2 special educators, counselor, student advisor, and an administrator. A team leader will be selected from this group. This team will also function as the RTi or Response to Intervention, which will coordinate the process for identifying students who need additional interventions beyond Tier 1.</p> <p>Tier 1: Standard-Universal/Reading and math skills blocks in the general classroom for 30 minutes. Students</p>

		<p>displaying minimal growth in their reading are referred to SIT.</p> <p>Tier 2: 1 to 2 grade levels below may require Reading growth or Math growth flooding. If no growth after 6-8 weeks, this may require intervention pull out.</p> <p>Tier 3: 2 or more full grade levels below or no growth in flooding will require intervention pull out in addition to flooding class. If no growth is identified within 6-8 weeks, consideration will be given for retention and or special education.</p>
<p>Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>Whittier will proactively seek to hire and train parents to work in the school for the purpose increasing the understanding of curriculum and school functions from both a parent and co-worker perspective.</p>
<p>Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>Meetings are organized monthly by ECE teachers and the ECE liaison with parents to inform parents of expectations and resources for ongoing education.</p>
<p>Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p>See pages 10-11 and 38-39 of the UIP plan.</p>

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.												
Academic Achievement (Status)	<table border="1" data-bbox="478 370 911 553"> <thead> <tr> <th>READ</th> <th>2013 TCAP</th> <th>2014 TCAP</th> <th>2015 Interim</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>54%</td> <td>58%</td> <td>56%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>PARCC 33%</td> </tr> </tbody> </table> <p data-bbox="478 602 911 667">PARCC scores in reading are at 33% which is 4% below the district average</p> <p data-bbox="478 721 911 818">Benchmark scores have increased from 54% to 56% for both elementary and middle school combined.</p>	READ	2013 TCAP	2014 TCAP	2015 Interim	Overall	54%	58%	56%				PARCC 33%	<p data-bbox="940 375 1430 456">Recent A-Net and constructed response analysis reveals that the following are the standards which require the greatest need:</p> <p data-bbox="940 500 1325 553">Grade 3: Writing structure: Topic sentence, vocabulary, inferences</p> <p data-bbox="940 597 1377 651">Grade 4: Writing structure: Topic sentence, vocabulary, inferences, supporting text, transitions</p> <p data-bbox="940 695 1381 781">Grade 5: Writing structure: Topic sentence, vocabulary, inferences, supporting text, transitions, conditional clauses</p>	<p data-bbox="1457 375 1927 488">Reading goal not met- Continue standards based instructional materials and spiral review systematically based on ongoing assessment for students to learn content</p> <p data-bbox="1457 532 1940 618">*At this time the 3rd trimester A-Net assessment has not been administered therefore we do not have sufficient data to substantiate our progress</p> <p data-bbox="1457 662 1934 716">Continue independent reading extended by 60 minutes daily for targeted students</p> <p data-bbox="1457 760 1940 943">Teachers have improved their understanding of what is required for students to be proficient at each grade level (systemic and programmatic root cause) but were not able to include instructional materials and practices in to the yearly spiral for reading responses regardless of standard. This has become a top priority and we will continue to refine this process</p>
	READ	2013 TCAP	2014 TCAP	2015 Interim											
Overall	54%	58%	56%												
			PARCC 33%												
<table border="1" data-bbox="478 971 911 1187"> <thead> <tr> <th>WRITE</th> <th>2013</th> <th>2014</th> <th>2015 Interim</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>55%</td> <td>70%</td> <td>67%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>PARCC 41% & 52.7%</td> </tr> </tbody> </table> <p data-bbox="478 1235 911 1333">PARCC scores in writing expression are at 41.9% which is 1.2% above the district average</p>	WRITE	2013	2014	2015 Interim	Overall	55%	70%	67%				PARCC 41% & 52.7%		<p data-bbox="1457 1003 1940 1138">New strategy: Implement targeted focus on reading response based on new Common Core standards (evidence based on readings) and evaluative practices that are measures for ongoing growth. This will also be part of the Student Learning Objective Process.</p> <p data-bbox="1457 1214 1955 1349">Continue to refine standards based instructional materials and evaluate practices that are systematic and based on ongoing assessment for students to learn concepts to the level of automaticity with emphasis on paragraph and essay writing (programmatic root cause)</p> <p data-bbox="1457 1393 1955 1414">Continue to refine standards based instructional materials</p>	
WRITE	2013	2014	2015 Interim												
Overall	55%	70%	67%												
			PARCC 41% & 52.7%												

PARCC scores in Knowledge and use of Language is at 52.7%

55% of Whittier students were proficient 13. 70 %of Whittier students were proficient from 2013-1014 which was a significant increase of 25%, and 67% of Whittier students were proficient or above in writing from 2014-2015.

WRITING	2013	2014	2015
Overall	54%	69%	65%

For SPED students writing achievement results indicate significant performance increases in writing with 11% proficient in 12-13, 33% in 13-14 which is a 22% increase and 14% proficient in 14-15 which is a 19% decrease as based on Interim assessments above in writing.

MATH	2013	2014	2015 Interim
Overall	11%	33%	14%
			PARCC 0%

and evaluate practices that are systematic and based on ongoing assessment for students to learn concepts to the level of automaticity with emphasis on paragraph and essay writing (programmatic root cause

According to the 3rd A-net Benchmark this goal has been met-

3rd – 60%

4th- 40%

5th- 47%

6th- 54%

7th- 34%

8th- 52%

The staff will continue to work to adjust instructional materials and the curriculum spiral for the purpose of establishing congruency with the new Common Core standards

Continue to refine standards based instructional materials and evaluate practices that are systematic and based on ongoing assessment for students to learn concepts to the level of automaticity.

Increase time spent progress monitoring system and processes for teachers to track student growth periodically throughout the year.

WRITING	2013	2014	2015
Black/ Hispanic	55%	70%	65%
Black			PARCC 38%
Hispanic			PARCC 40%
White	60%	86%	100%

For Black and Hispanic students results indicate an increase in writing with a 15% increase from 2013-2014, a decrease of 5% from 2014-2015. Both Black and Hispanic students at Whittier outperformed their peers within the district

For ESL students achievement results indicate a significant performance increase in writing with a 12% increase 13-14, and a slight decrease of 4% in 14-15, overall a 8% increase from 14-15
ESL students at Whittier outperformed their peers on the 2015 PARCC assessment

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	<p>WRITING: Elementary Median Growth Percentile: Does not meet similar school growth district criteria at 52. Whittier's gap widened between it and its cluster schools to 11 points.</p> <p>* This will be updated as data becomes available</p>		
<p>Academic Growth</p>	<p>Writing: Median Growth Percentile Whittier's median growth percentile for writing is below the median growth percentile for similar schools percentile by 2 points at 48 where similar schools are at 50 at the elementary level</p> <p>* This will be updated as data becomes available</p>	<p>Not enough standards based instructional materials that are systematic and based on ongoing assessment for students to learn concepts to the level of automaticity (programmatic root cause)</p> <p>We will increase the use of technology for the purpose of supporting classroom instruction and ongoing efficient assessment.</p>	

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		<p>Whittier's writing growth is consistently low at the elementary level. Whittier gained 2 percentile points from 46 to 48 this year to meet state expectations. However, the expectation for student for growth will be set at 57 which is moderate to high growth</p> <p>In writing, Whittier students scoring unsatisfactory in early elementary school tend to remain unsatisfactory until 5th or 6th grade when they might move to partially proficient. Whittier students were unsatisfactory only in grades 4 and 8.</p> <p>In writing, Whittier's average elementary catch up growth has declined from 21% of non-proficient students being on track to catch up in</p>	<p>Not enough explicit standards based practice throughout the instructional day for students to learn concepts to the level of automaticity (programmatic root cause)</p> <p>Not enough constructed response practice throughout the school day for students to learn concepts to the level of automaticity (programmatic root cause)</p> <p>Teachers do not emphasize writing concepts because there is no consensus on essential grade level skills teachers must understand what is required for students to be proficient at each grade level (systemic and programmatic root cause)</p>	
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		<p>2013 to 19% being on track to catch up in 2014.</p>	
<p>Academic Growth Gaps</p>	<p>Whittier has shown persistent gaps in the performance of students when disaggregated by race/ethnicity, SPED status and FRL status students have decreased their proficiency level. *New Update – FRL population at Whittier outperformed their peers.</p>	<p>Whittier declined in FRL proficiencies from 52% proficient in 2013 to 44% proficient in 2014 and their non-FRL peers improved from 57% proficiency in 2013 to 69% 2014. Target not met.</p> <p>The between Whittier’s minority student’s the white comparison group increased in elementary grade levels.</p>	
	<p>Special Education The special education gap improved in reading from a 14% proficiency in reading to 22%. Whittier improved from 10% in writing to 13% in 2014. Math scores improved from 10% in 2013 to 13% in 2014. Reading, writing and math scores are the highest proficiencies in the last three</p>	<p>Gaps between disaggregated middle school groups have remained relatively constant in reading and writing.</p>	

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	years for special education.		
Postsecondary & Workforce Readiness			

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Elementary</p> <p>Math – According to A-net Whittier is above the similar school average in all categories</p> <p>Reading- According to A-Net Wittier is at the similar school district average.</p> <p>Writing- 2 point s below similar school district average for the past 2 years and 3 points below for the past 3 years</p>	<p>Overall students have shown moderate status over the past 2 years in elementary reading and math. Middle school reading, writing and math have also been at or above similar school status. Therefore elementary math and writing with emphasis on evidence based criteria will be our focus this year</p>	<p>(systemic and programmatic root cause)</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Middle School</p> <p>Math - 19 points above the similar school district average for the past 3 years</p> <p>Reading- 10 points above the similar school district average for the past 2 years and 12 points above for the past 3 years</p> <p>Writing-9 points above the similar school district average for the past 2 years but 10 points above for the past 3 years.</p>		
Academic Growth	<p>Elementary</p> <p>Math - Below the district average for the past 3 years by an average of 1 point</p> <p>Current A- net math data Interim 3</p> <p>Reading- 10 points below the district average for the past 3 years</p> <p>Writing- 16 points below the district average for the past 3 years</p>	<p>Overall students have shown inadequate growth over the past 2 years in elementary math, writing and reading. Therefore math, writing and reading will be our focus this year.</p>	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Middle School</p> <p>Math- 4 points above the district average for the past 3 years</p> <p>Reading- 9 points above the district average for the past 3 years</p> <p>Writing- 13 points above the district average for the past 3 years with 17 points above the district average for the past 2 years</p>		
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

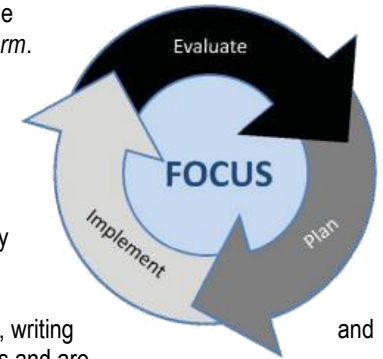
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA		By the end of 2015-2016 school year, 50 % of our students will score proficient or advanced overall on the PARCC assessment equivalent. Grades 3, 4, and 5.	By the end of 2016-2017 school year, 55 % of our students will score proficient or advanced overall on the PARCC assessment equivalent. Grades 3, 4, and 5.	The school assess students on a weekly or every two week basis using A-Net, STAR or Study Island	Increase the amount of time allocated daily to the following: Constructed response, vocabulary, inferential statements, quotes and dialogue Implementation EL curriculum Target academic language Use of technology to support academic differentiation
		READ	Sustain academic growth of 3 rd grade students at 73% as based on Read Act assessments	By the end of 2015-2016 school year, 50 % of our students will score proficient on Read Act assessment.	By the end of 2015-2016 school year, 55 % of our students will score proficient on Read Act assessment	Read Act assessments	Increase the amount of time allocated daily to the following: Constructed response, vocabulary, inferential statements, quotes and dialogue Implementation EL curriculum Target academic language Use of technology to support academic differentiation
		M		By the end of 2015-2016 school year, 50 % of our students will score proficient or advanced overall on the PARCC assessment equivalent. Grades 3, 4, and 5.	By the end of 2016-2017 school year, 55 % of our students will score proficient or advanced overall on the PARCC assessment equivalent. Grades 3, 4, and 5.		Increase the amount of time allocated to the following: Differentiation, increase frequency of progress monitoring Use of technology to support academic differentiation
		S					
Academic	Median Growth	ELA					

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Growth	Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	M		By the end of 2015-2016 school year, there will be a 22 median point increase from 28 points to 55 in math as based on PARCC	By the end of 2016-2017 school year, there will be a 5 point median increase from 55 to 60 in math as based on PARCC	Interim assessments will be administered in October, January and May Students will be assessed on A-net at least every 2 weeks to ensure progress is being made according to the new common core Standards	Increase the amount of time allocated to the following: Differentiation, increase frequency of progress monitoring Use of technology to support academic differentiation
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: 50% of our students will score proficient on the PARC math assessment in the 2015-2016 school year and increase by 5% every year thereafter

Root Cause(s) Addressed: Strategic differentiation of assessment data and planning

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
The classroom teacher will rigorously monitor student growth and standards master by utilizing the A-Net assessment program. Students will be assessed very two weeks and teachers will modify their instruction accordingly. This information will also be used to target challenging standards and to begin the differentiation of instruction. Strategies will be done in consultation with classroom teachers, Instructional TECH and principal.	August	August	Jai Palmer, Principal Amie Johnson Grade 3 Teacher, Lynette Hall-Jones Grade 3 Teacher Norma Benjamin Grade 4/5 teacher, Paul Sandlin Grade 6,7, 8 Teacher TECH Sari Stone	ANET (Online computer based assessment program) Constructed response materials Supplemental computer based program to support immediate response to data and for differentiation	Teachers will begin October.	In progress

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Principal and data TECH will monitor teacher progress by: Monitoring student growth as students are consistently assessed. The Principal and TECH will identify priority standards and require teachers to modify instruction based on need. Strategies will be done in consultation with classroom teachers, the Instructional TECH and principal by ongoing staff development throughout the year (Whittier DDI process)..	Every two weeks		Jai Palmer, Principal TECH Sari Stone Lead Teacher	Student work A-Net Assessment 1,2 & 3 assessment every 2 weeks No cost	The principal and teacher will develop a schedule for one to one meetings.	In progress
Principal will request the following during off meeting weeks: Student A-Net assessment results and student work based on A-Net results. Strategies will be done in consultation with classroom teachers, Instructional TECH and principal (Whittier DDI process).	Every two weeks		Jai Palmer, Principal TECH Sari Stone	Student work A-Net Assessment 1,2 & 3 assessment every 2 weeks No cost	The principal and teacher will develop a schedule of when materials are due	Complete

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2 50% of our students will score proficient on the PARC ELA assessment in the 2015-2016 school year and increase by 5% every year thereafter

Root Cause(s) Addressed: Strategic differentiation of assessment data and planning

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
The classroom teachers will implement the program by introducing the paragraph and essay writing formats and model-transfer to independent process. Strategies will be done in consultation and trainings with staff developer Roberta Ford and Common Core tech assistant.	August 26		Jai Palmer, Principal Jennifer Stewart, Lead Teacher	Constructed response materials model, transfer, independent process No cost	Teachers will begin September.	In progress
Principal will monitor teacher progress by: Classroom observation (based on LEAP criteria) and meeting with lit. teachers individually every two weeks (Whittier DDI process)	Every two weeks		Jai Palmer, Principal Jennifer Stewart, Lead Teacher	Student work Benchmark Assessment 1,2 & 3 assessment every 2 weeks No cost	The principal and teacher will develop a schedule for one to one meetings.	In progress
Principal will request the following during off meeting weeks: Student constructed responses	Every two weeks		Jai Palmer, Principal	Student work Benchmark Assessment 1,2 & 3 assessment every 2 weeks No cost	The principal and teacher will develop a schedule of when materials are due	Complete
Develop paragraph writing assessment for grades 3-8. Assess and score at least 3 times before PARCC assessment in March.	Once a month or 3 times PARCC		Jai Palmer, Principal Jennifer Stewart, Lead Teacher Michael Keatinge, 3 rd grade teacher literacy teacher	School developed Assessment five times before the PARCC assessment No cost	The principal humanity facilitators and teacher swill develop a schedule of when materials are due in September.	Complete

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			Latricia Barber, 4 th and 5 th grade literacy teacher Eric Ritter, Middle School, Literacy, Kristen Gregory			
The classroom teachers will implement the program by developing common core assessment based questions. Strategies will be done in consultation with Common Core Instructional specialist	August 26		Jai Palmer, Principal	Constructed response materials	Teachers will begin August	In progress
Principal will monitor teacher progress by: Classroom observation (based on LEAP and common core criteria) and meeting with literacy teachers individually every two weeks	Every two weeks		Jai Palmer, Principal	Student work A-Net Assessment 1,2 & 3 A-Net Assessment at least every two weeks	The principal and teachers will develop a schedule for one to one meetings.	In progress
Principal will request the following during off meeting weeks: Resources teachers have developed based on common core assessments	Every two weeks		Jai Palmer, Principal	Student work A-Net Assessment 1,2 & 3 A-Net Assessment at least every two weeks	The principal and teacher will develop a schedule of when materials are due in September	In progress
The classroom teachers will implement the program by developing common core assessment based questions. Strategies will be done in consultation with Common Core tech assistant	August		Jai Palmer, Principal	Constructed response materials model, transfer, independent process No cost	Teachers will begin September.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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